Summit Academy Community School for Alternative Learners – Canton, Ohio
BEN: 228226
In response to E-Rate Deployed Ubiquitously (EDU) 2011 Pilot Program
WC Docket No.10-222

Summit Academy Community School for Alternative Learners – Canton (hereinafter "Summit Academy–Canton") is one of 26 Summit Academy Charter Schools in Ohio. This narrative is in response to the EDU 2011 Pilot Program request. Summit Academy-Canton is a K-8 building located in downtown Canton, Ohio, an urban area with a poverty level of over 70%. Nearly 100% of the students enrolled at the school are on IEPs and have Attention Deficit Disorder (ADHD) or Aspergers' Disorder, which makes learning a challenge in a traditional classroom environment.

Our goal is to utilize Verizon smart phones as a portal to GoKnow Software curriculum, study materials, and to collaborate in web 2.0 environments which will position our students to be more effective communicators, problem solvers and succeed on the Ohio and NWEA Achievement tests and in life.

The school is undertaking a pilot program in conjunction with Verizon Wireless Communications ("Verizon") and GoKnow Mobile Software Company ("GoKnow") to provide access to the internet through hand-held cell phones with internet access for 30 middle school students; 3 teachers and 3 instructional aides. The phones do not have voice or texting capabilities and are used with the GoKnow Software platform to allow students to have direct communication with the teacher through the platform and to access information posted by the teacher via the internet. Access from the phones is filtered by Verizon and the GoKnow platform. Online lessons or the school's network are accessed through the GoKnow Software. Our program was rolled out in the Fall of 2010 with 30 middle-grade students using the smart phones in the building; and in the Spring of 2011, students will be taking the phones out of the building to have 24/7 access to the GoKnow platform.

We are finding that students are easily grasping the capabilities of their smart phones. Only 9 of the 29 participating students have consistent home internet access; but as native computer users, the 11-15 year olds in our pilot group are having few difficulties using the phone's capabilities.

We wish to see continued improvement in NWEA testing [1] and the Ohio Achievement Assessments (OAA). So far we have seen increases from the Spring 2010 NWEA testing

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[1] NWEA test description: Northwest Evaluation Association provides the use of a computer-adaptive assessment called MAP (Measure of Academic Progress). This assessment is content specific and computer adaptive to determine a student's academic growth and/or progress. The assessment can be given up to four times a year. At Summit Academy we give the assessment two times a year, pre and post.

Once scored, the unit of measure is called the Rousch unit. The Rousch unit is similar to the NCE (normal curve equivalent) as used in the State of Ohio, Value Added System. Both methods determine an equal interval scale which permits for growth measures to be taken from year to year. And, like the progressive height of a student, one can begin to look at the "progressive growth" of the student's mind.

(without the smart phones) to Fall 2010 testing (with Smart phones). We expect to see an even greater increase in scores on the Spring 2011 NWEA Test, along with the annual Ohio Achievement Assessments. (***Refer to data in #5 of this application***)

According to one of the teachers, "I have been pleasantly surprised as to how excited and involved our students are with the devices. We don't have hard data yet, but I can tell you that our ADHD students are more focused and our Asperger's students are fully engaged with the devices and starting to communicate effectively via the electronic media."

The goal for our students is to prepare them for a world which will require computer literacy. Our students face enormous challenges due to their learning difficulties. Anything we can do to help them adjust to the rapid-paced society will improve their quality of life, and will mean that we have been a success at Summit Academy-Canton, Ohio.

1. Description

a. The Principal and 3 teachers observed a demonstration of the Verizon/GoKnow platform partnership for smart phones at the eTech Ohio Educational Technology Conference and thought it would be a very good match for the needs of our students. The collaboration they viewed was between Verizon and GoKnow at a typical K-8 school; but the teachers saw the potential of using this technology with Summit students. The Summit vision is to "educate every child". Finding tools that will meet the needs of every child is often a challenge and the teachers felt this technology was a tool that could help them meet this challenge. Our program with Verizon and GoKnow was rolled out in Fall 2010. The GoKnow software is the clearing house of all communications on the smart phones. The teacher can control access from his/her computer to all the phones through a management interface. He/She can load materials, lessons, links and other communications that the students can access. Students currently use the smart phones as a classroom set so they will become comfortable with the phone and software features before being permitted to take the phone off school premises for 24/7 access during semester two. All of the phones have built in software and keyboards from Verizon for easy access. The phones arrive at the school preloaded with GoKnow software.

   Students can access approved internet sites for learning purposes and teacher-assigned lessons through the GoKnow software. The GoKnow software and Verizon content filter protects the integrity of the system, limits students' ability to access inappropriate sites, and keeps them engaged. The smart phones are also CIPA (Children's Internet Protection Act) compliant.

   Summit Academy Management ("SAM"), the operator of the 26 Non-Profit Summit Academy Schools, is closely monitoring the pilot at Summit Academy–Canton. SAM plans to begin the program at the 12 schools in their system that enroll middle school students next year, if the testing data can be quantified as positive.

b. SAM has determined, after significant research, that the best wireless technology provider for Summit schools is Verizon. The partnership between SAM, Verizon and GoKnow is what we feel to be the best option for this school. The smart phones (LG Fathom 750 devices) were delivered to the school in the Fall of 2010 for teacher training and implemented for classroom use in October 2010.

c. The phones function as a "classroom set" throughout the day and need recharged frequently. Technical issues were encountered whereby the batteries overheated in the phones and stopped charging. This problem was addressed by Verizon and now the phones are consistently working without that problem. No other significant technical difficulties were encountered, other than the occasional inconvenience of the need to download media players or the inability to access a site due to content filtering.

d. Professional development was provided to the classroom teacher by GoKnow over two days before the phones were deployed to students. The teachers and aides received 2 days of additional training in the classroom setting from a GoKnow trainer and meet regularly as a group to view webinars and discuss any ongoing issues with the devices, software or connectivity. The teachers began the program by using the preloaded software, Sketchy, MSWord, MSExcel, KWL and Picomaps. They started with the many premade lessons provided by GoKnow but are beginning to convert their existing paper/pencil lessons to e-lessons.

   Parents were introduced to the program at a parent meeting in September 2010. Students subsequently received their phones in October 2010. The parents were shown how their child would be using the smart phone.

   Students are receiving ongoing training from the teacher as each new software program on the phones is accessed to do a particular lesson.

e. Since our students are all in the special education category, they are a part of the state funding for special education students. Additional community programs offered include a Canton Public Library bookmobile that comes twice a month and Therapy Dogs International reading program called "Tail Waggin Tutors" whereby volunteers bring their dogs to the school to allow the kids to practice reading. These school initiatives have been and will continue to be integrated in classroom activities. Our wireless program will help to enhance lesson delivery and student engagement.

2. The Poverty level of Summit Academy-Canton, Ohio is 74%. Of the cohort group of middle school students receiving free/reduced lunches: 6th grade is 82%; 7th grade is 58% and 8th grade is 81%. Our discount rate for e-Rate funding year 10/11 is 80%.

3. We anticipate a significant budget cut from the State of Ohio over the next 3 years in operating support from 10%-20% (***Exhibit 1***). Like other public schools, Summit

Academy-Canton will feel the impact of this state's anticipated $8 billion shortfall for the 2-year budget cycle commencing July 1, 2011. Specifically, this school will be losing $102,000 of stabilization funds used to pay instructional aides, as well as almost $50,000 of ARRA special education funding.

4. Below is the budget for the pilot program:

One school for 8 months

Budget for Summit Academy of Canton 2010-2011 Pilot Project (spans 8 months)			
Item Description	**Quantity**	**Rate**	**Total**
LG Fathom 750 Phones	35	$0.00	$0.00
Verizon Service Fee ($34.99/phone)(total is for 8 mos)	35	$279.92	$9,797.20
GoKnow Professional Development	1	flat	$4,335.00
GoKnow Software	35	$30.00	$1,050.00
Travel fee for GoKnow trainer	1	flat	$400.00
Teacher hourly rate (two teachers)	32	$25.00	$800.00
IA hourly rate (two teachers)	32	$14.00	$448.00
Substitute teacher fee	32	$25.00	$800.00
Substitute IA fee	32	$14.00	$448.00
Summit IT support	1	flat	$1,000.00
TOTAL			**$19,078.20**

Budget for 12 schools, should SAM decide to offer this program system wide:

Projected Budget for Deployment to 12 Summit Academy Middle Schools 2011-2012 (spans 9 months)				
Item Description	**Quantity**	**Rate**	**Total per school**	**Total Project**
LG Fathom 750 Phones	45	$0.00	$0.00	$0.00
Verizon Service Fee ($34.99/phone) (total is for 9months)	45	$314.91	$14,170.95	$170,051.40
GoKnow Professional Development	1	flat	$4,335.00	$4,335.00
GoKnow Software	45	$60.00	$2,700.00	$32,400.00
Travel fee for GoKnow trainer	1	flat	$400.00	$4,800.00
Teacher hourly rate (2 teachers)	32	$25.00	$800.00	$9,600.00
IA hourly rate (2 teachers)	32	$14.00	$448.00	$5,376.00
Substitute teacher fee	32	$25.00	$800.00	$9,600.00
Substitute IA fee	32	$14.00	$448.00	$5,376.00
Summit IT support	1	flat	$1,000.00	$12,000.00
TOTAL			**$25,101.95**	**$253,538.40**

5. If the student performance on the NWEA and the OAA tests are promising, SAM would commit funds to undertake the project system wide out of the operating budget for the schools.

6. As technology continues to change at such a rapid pace, it is difficult for our school to keep up. Our information technology department strives to keep our internet access and computer access up to date. The smart phones allow students to research and operate the GoKnow software from the phone and they are only required to access a classroom computer when they are creating papers, presentations or other outputs that require the larger computer screen or space. Utilizing the smart phones allows a 1:1 student/computer ratio for these classrooms.

   Our pilot program is showing positive results in terms of increased ability for our students with ADHD to focus and our students with Asperger's Disorder to communicate. Accessing the web through the phones has increased connectivity reliability within our building, as the phones are outside our network unless students are accessing the school website. We expect that when the students take the phones outside the classroom setting they will be able to continue learning and be more likely to complete assignments that they did not finish in class. The ability for students to have 24/7 access to lessons may also assist those students who have attendance issues[2] and allow students to be involved even if there is a snow day. The phones are also an ecological and budget-friendly solution to the need for paper to be used in class.

7. In order to meet our technology and educational goals, our pilot requires 24/7 student access to the internet. Our current technology infrastructure only allows students access during school days. Verizon is the current provider of wireless services for all SAM-supported schools and was already a partner with GoKnow. Through the purchase agreement with Verizon, they provide free phones and upgrade the phones every 10 months at no additional cost. We considered Netbooks, increasing the number of available laptops at the school and upgrading our network to allow students to log in from home, but the nature of our special student population and the potential for loss or theft of the Netbooks ($400) or laptops ($400+) made the use of the smart phones far more attractive. Acquiring the free smart phones seemed like an obvious choice.

8. Our Technology Plan (***Exhibit 2***) was approved through 2013. It will be revised to reflect the costs associated with this pilot. Our goal for access to technology is to achieve a 1:1 computer/student ratio. Utilizing these devices would allow us to meet that goal for these classrooms. Long term objectives for technology deployment are to increase the access to technology for all students, teachers and aides so students can be immersed in technology to prepare them for the future. Summit Academy–Canton's educational principles are based on using varied modes of curriculum delivery to introduce new content to students and to remediate for the many students who are not

[2] Students with ADHD and Aspergers' Disorder are often on strong medication and generally have a higher numbers of absences per year.

performing at grade level when they enroll in our school. Our teachers do whatever it takes to reach a child with ADHD or Asperger's Disorder. If the phones are an effective means to reach a student, then we will continue to explore all options for using the smart phones as educational devices. Summit Academy–Canton will continue working to improve test scores and student progress.

9. The combination of the Verizon mid-level filter and the GoKnow platform make the Smart Phone doubly compliant with the Children's Internet Safety Provisions. Students are protected currently by the Verizon Content Filtering system. There are 3 levels of security available. After review of the filter limitations, the teachers decided that the mid-level was the best blend between limiting sites and providing adequate access. Verizon is in consultation with NEONet (our ITC and provider of our internal network filter) to construct a private filter that can be provided to NEONet customers for this program. So far we have had no problems with students accessing inappropriate sites or receiving spam or other inappropriate content with the combination of the Verizon filter and the requirement that all communications flow through the GoKnow Platform. (***Exhibit 3***)

   Both Students and Parents sign a contract for using the smart phones and taking responsibility for them. If a phone is lost or stolen, it is automatically turned off and a new phone is provided. Our teachers, behavior coaches and counselors are involved in evaluating whether or not a student is psychologically able to handle the responsibility of the phone. If it is determined that a student cannot handle the responsibility of the phone, we will remove that student from the program.

10. All students and parents are given a copy of the Computer/Internet Usage & Safety policy at the beginning of each school year (***Exhibit 4***). Both the parent/guardian and student are required to sign an Internet Usage Permission Form (***Exhibit 5***). Additionally, students and parents at Summit Academy-Canton signed an agreement to participate in the program (***Exhibit 6***).

Required Information for Schools:

1. Location: 1620 Market Avenue, South - Canton, Ohio - 44707

2) Name: Summit Academy Community School for Alternative Learners - Canton
   BEN: 228226

   No other schools are included in this pilot.

3) Description/type of school: This Summit Academy school is a public, non-profit 501(c)(3) charter school located in an urban area, serving students ages 5-15.

   The Summit Academy-Canton academic program is designed to fulfill the academic, social, emotional and physical needs of children with special needs. We are committed to providing an extraordinarily safe & nurturing learning environment where all children can reach their full potential. Our at-risk students exhibit behaviors

consistent with ADHD & Asperger's Disorder & require a specially-designed curriculum and instructional methods to deliver the materials to meet their needs...

- Aligned with Ohio academic content standards
- Low student/teacher ratio
- Individualized instruction program
- Therapeutic martial arts, social skills training, scouting & advanced academic progress monitoring
- Academics adapted to individual students' needs (implementation of Indivualized Education Plans [IEP's])

4) Program's curriculum objectives, grade levels and demographics of the school program:
   - Immerse middle school students in projects, curriculum and research using web enabled smart phones
   - Increase student participation, increase effective completion of class work and projects
   - Fully engage students in web 2.0 experiences to prepare them for further education and a technology rich society
   - Increase test scores on both the NWEA and OAA tests
   - Increase student attendance
   - There are 30 students and 6 staff members participating in the program
   - The program serves students in the 6th, 7th, and 8th grade levels

5) Below is the summary of the 2009-2010 NWEA tests and Spring OAA tests. We will continue gathering data during 2010- 2011 and hope for continued positive increases in test scores.

Summit Academy Community School for Alternative Learners - Canton						
Test Score for Cohort Group in 2009-2010						
	NWEA Measure for Academic Progress				Ohio Achievement Test	
	Scored up to 215 point scale				Proficiency Percentage	
	Fall '09	***Spring '10***	***Fall '10***	***Spring '11***	***Spring '10***	***Spring '11***
Grade 5						
Math	181.5	193.2	not avail	not taken	21%	not taken
Reading	176.6	195.6			0%	
Grade 6						
Math	199.1	204			30%	
Reading	194.2	195			10%	
Grade 7						
Math	211.3	207.2			60%	
Reading	200.3	200.5			40%	

EXHIBIT 1

Summit Academy-Canton (BEN 228226)
EDU 2011 Pilot Program – WC Docket No. 10-222

Schools unlikely to escape budget ax

From the Columbus Dispatch

GOP legislative leaders say school districts would be wise to plan for cuts in state aid of 15 percent or more in the upcoming budget.

Sen. Tom Niehaus, a New Richmond Republican expected to be the next Senate president, said today that there will be a projected shortfall of $6 billion to $8 billion in the next state budget and that he is confident the GOP majority will keep its promise to not raise taxes, meaning that deep cuts will be necessary to balance the budget.

Asked if some district officials preparing financial forecasts and deciding whether to put levies on the ballot were correct to assume a 15 to 20 percent cut in state aid, Niehaus said that's what he would plan for if he were in their shoes.

State aid to primary and secondary schools accounts for 30 percent of the of the state budget making it the second largest taxpayer expense next to Medicaid. Gov.-elect John Kasich must submit his two-year budget proposal to the General Assembly by March 15, leaving schools in limbo until then with uncertainty about what can be a big portion of their district budget.

State aid, on average, makes up about half of education funding although how much individual districts receive varies greatly.

In a related matter, Niehaus and Rep. William Batchelder, R-Medina and the next expected speaker of the House, agreed that Republican leaders also are likely to revisit Ohio's 26-year-old collective bargaining law which guides contract negotiations and provides other rights to public employees, including teachers.

POSTED BY CATHERINE CANDISKY, STATEHOUSE REPORTER ON NOVEMBER 11, 2010 4:26 PM

BEN: 228226
EDU 2011 Pilot
WC Docket No 10-222

EXHIBIT 2

Educational Technology Plan for Summit Academy Community School for Alternative Learners - Canton - 133306

School Years:
2010-11
2011-12
2012-13

eTech Ohio Certified on Jun 10, 2010
Certification Period: July 1, 2010 - Jun 30, 2013

**created using the eTech Ohio online Technology Planning Tool version 3.0 (TPTv3)*

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Pre-Planning

1.0 Establish Technology Planning Committee

Curriculum Coordinator
Principal
Superintendent
Teacher
Technology Coordinator
Technology Support
Treasurer
Other

Approvers:
Gerald Holzapfel (Treasurer)
John Guyer (Technology Coordinator/Director)

1.1 Overview of TPT Planning Framework

eTech Ohio's Technology Planning Tool, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

The technology planning framework addresses 5 questions adapted from "Asking the Right Questions: Techniques for Collaboration and School Change" by Edie Holcomb. In each phase of the plan, narrative responses describe the educational organization's technology planning in the following manner:

"Where are we now?" addresses ASSESSMENT of current status within the educational organization
"Where do we want to go?" addresses GOALS for growth in various areas
"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals
"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.
"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

As Ohio endeavors to build more agile and effective school improvement plans, this technology plan will be an instrumental tool in fostering quality planning and managing technological changes that will impact the communities where we live.

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?
Are any of these goals no longer relevant?
What goals and strategies were met, and to what degree of success?

Looking at our model plan for this established Summit Academy school, we feel our plan was realistic then. Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?
Which goals and strategies still need to be addressed? How will the technology committee address them?

Looking at our model plan for 2010 – 2013, we feel our plan is realistic. According to the CCIP one of our goals is for focused academic improvement. One of the strategies is to impart technology that impacts learning. To support this endeavor, we plan to select, purchase and provide HQPD for equipment that will enable students to develop 21st Century skills and that will provide support to students with disabilities. It is hoped that the supportive technology will fill gaps in the school as well as work with existing technology. The HQPD will enable the teachers to effectively use the new technology components.

1.3 Vision/Mission

A. Vision

The technology vision is to work with our community and the families of our students to build a foundation for technology access based on emerging technologies. By providing classroom access in the academic experience, students will develop and grow in the commitment to their education. This will better prepare them for entering and succeeding in the workforce, as well as improve the quality of their lives socially, educationally, and in solving life's problems.

B. Mission

The mission is to provide an appropriate and comprehensive education to children with attention deficit hyperactivity disorder, Asperger's Disorder, and other learning disorders in our community. Our goal is to improve their academic success, level of confidence, and attitude toward school. This will be achieved through concentrated academic instruction, extensive evaluation, and a supportive learning environment through the supportive use of educational technologies.

Curriculum Alignment & Instructional Integration

2.1 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?

This section is a prerequisite for Sections 2.2 through 2.8 and should be considered as a separate task with a different goal. The goal of this section is to describe how your district is including Ohio Technology Standards into the distict's curriculum. Regardless whether your district calls it a "Graded Course of Study," "Curriculum Map," or something else – all districts have some form of documentation that spells out what is expected to be taught. The content standards for technology should be written into these documents so they are interwoven with the content standards for math, science etc. For Educational Service Centers (ESCs), please identify how you are assisting your contracted schools in aligning their curriculum to technology standards.

The academic content standards, known as curriculum, describe what to teach. Technology standards should be embedded within the content from other disciplines in order to deliver the curriculum in a highly effective and motivational way.

1. Using the grid below, please indicate the status of your district's efforts to embed Ohio's Technology Standards into the content standards for each curricular area. In the left column, "Where Are We Now?," please select "Not Started," "In Progress," or "Complete" for each curriculum area listed. In the right column, "Where Do We Want To Go?" please select the school year you completed or plan to complete this process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2012-13
Fine Arts	In Progress	2012-13
Foreign Language	Not Started	2012-13
Mathematics	In Progress	2012-13
Science	In Progress	2012-13
Social Studies	In Progress	2012-13
Technology (specific course)	In Progress	2012-13
Other Content Areas	Not Started	2012-13

2. In the textboxes below, please provide brief but comprehensive descriptions of how you are writing Ohio's Technology Standards into all of your curriculum areas. How are you measuring progress toward that goal, and how will you sustain a culture of technology integration into the future?

How will we get there?

One of the largest projects over the last two school years has been an intense study of the Ohio Academic Content Standards utilizing curriculum ladders that detail the vertical progression of the curriculum. As we continue this work this year, we are looking at the special education implications of the vertical progression and implementing line item guides that were created last year. The line item guides detail all of the specific steps that are needed to master an indicator. A logical next step to integrate the technology standards is to review the line item guides with a critical eye as to where the tech standards best fit and then to mark them so. This fits in with our previously stated goal of beginning to input technology standards at the appropriate developmental level within the curriculum guides and will be more useful as the line item guides are more specific.

We are in the process of refreshing classroom and building technology and are reviewing the proper deployment of equipment at different developmental levels to enhance instruction. As we finish this process, we will develop a plan to constantly review the levels of hardware and software available to students as populations change.

How will we know we're getting there?

As the building administrator monitors the implementation of the line item guides and lesson plans, he/she will keep an eye on the level of technology standard integration. Teacher leaders will mentor less tech-savvy peers in the use of classroom technologies, particularly as it relates to the use of technology by students with special needs.

We have recently employed the use of such survey tools as "Survey Monkey" to address the thoughts and needs of the teaching staff. Our annual CCIP building meetings include survey and direct contact with parents,

students, and teachers as to the needs and wants of the building. Forums for response and suggestion are on the school building website as well as the corporate website so that parent input can always be given. CCIP surveys are completed at the end of the school year as are the initial "Survey Monkey" instruments. Next year, and thereafter the plan will be to have three surveys...pre, mid-year (for realignment) and post survey for summative results. From these results, decisions can be made to better serve our staff and students.

As an administrative team, we regularly talk about what is working and not working in our school. These discussions include software and hardware options that are in place and those that could be replaced. The usability and dependability of these tools are critical as our student population consists exclusively of students with special needs. All progress toward the integration of technology tools and technology standards into the curriculum and classroom procedures comes to a halt when equipment or software frustrations lead to student melt-downs. The Summit Academy IT Department will work hand-in-hand with the building leadership team to monitor the amount of technology issues through the department's HelpDesk system.

Additionally, professional development activities will be provided in specific technology areas such as standards clarification, standards integration, equipment, lesson design, presentation and assessment. The professional development will be embedded whenever possible. This upcoming school year will show a large curriculum resource roll-out of new materials, all of which are supported through embedded PD.

How will we sustain focus and momentum?

An analysis will be complete at year's end of all testing data (NWEA, OAA, etc.) to determine areas of need per content area. Professional development will be designed or sought out to meet the pedagogical or specific content needs of classroom personnel.

Administration, building leadership and classroom teachers will attend appropriate conferences to stay abreast of breaking technologies that will meet the needs of our diversified learners (i.e. E-Tech Conference, etc).

All stakeholders will be made aware of instructional technology advancements through building and management newsletters and reports.

To support the financial burden of professional development activities, grants will be secured (EETT, Literacy, etc) to provide additional opportunities of growth for all district personnel.

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade English/Language Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the English/Language Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.

2.0 Adoption - Use new technology to support traditional instruction.

3.0 Adaptation - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 Appropriation - Focus on cooperative, project-based, and interdisciplinary work, incorporating technology as needed.

5.0 Invention - Discover new uses for technology tools. Develop spreadsheet macros for teaching algebra for example, or design projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.5	4.0
3-4	2.5	4.0
5-7	2.5	4.0
8-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

The Summit Academy instructional model supports the developmental needs of the whole child. By determining the instructional level of each child at the beginning of the school year, classroom teachers have the ability to flexibly group students according to their specific needs. Individual student's learning goals are based on the Ohio Academic Content Standards and are supported with an instructional design that moves students from whole group instruction to a modular framework comprised of small group instruction, teacher led reinforcement, and independent practice and self monitoring. Using the rotation of the classroom instructional model, the teacher will provide as many opportunities as possible to integrate technology to support the learning needs of the child. Every classroom is equipped with five or six personal computers that are used daily within the rotation by all students. Students have access to supporting internet websites, production software (i.e.; Microsoft products) and other software titles that support lesson content and design. Most classrooms, with the goal being all classrooms, are supported with interactive white boards and student response systems. With our specialized student population, the ability to physically interact with and manipulate instructional technology (i.e: SmartBoards) provide a kinesthetic and tactile learning opportunity.

We have developed a teacher resource website with links to helpful websites and necessary internal documents. Over the course of the next three years we will be giving teachers access to upload their best ideas and activities. This is an excellent way to enable sharing and collaboration for Summit Academy teachers, given the small size of our schools.

Professional development opportunities will be provided to all instructional staff throughout the school year. The IT department will work to provide meaningful professional development for building level hardware and software needs as deemed appropriate. Collaborative efforts by the curriculum department and the IT team will produce professional development opportunities related to existing instructional software and future purchases.

As we strive for all of our students to reach their full academic potential it is imperative that we continue to research multimodal instructional techniques. By remaining on the cutting edge of technological advancements our students and staff should be well equipped to handle the challenges throughout this planning period.

How will we know we're getting there?

Foundational data as supported by the CCIP needs assessment and measured and analyzed through the Decision Framework will create a baseline for all growth and progress. A discussion and plan to increase student success will be forged from this document. Once in place, data checkpoints will be used to monitor progress. Pre-checkpoint data will include previous year OAA scores, initial information as provided by the ODE value-added measure and pre-testing of all students in the fall with the NWEA MAP assessment in the area of reading and language usage. Quarterly checkpoints will include such measures as student IEP progress reports, student portfolios and a teacher self analysis of pacing guide progress. Also, any reports as supplied by building implemented software will also be used to monitor student success and growth. Summative checkpoints will be used to give a complete picture of the year's success and level of growth. A final administration of the NWEA MAP assessment will give a clear growth measure for each student. Ohio Achievement Assessment data will also be analyzed to determine if state accountability factors were achieved. The value added progress measure continues to aid as a summative measure to show individual student growth and building's opportunities for improvement.

How will we sustain focus and momentum?

In the coming school year we will be implementing new English Language Arts materials in all grade levels. We have taken care to include all of the possible technology components, both to further our technology integration and to further engage our students with the materials. Using the embedded assessment pieces we should have early and frequent monitoring opportunities to see the impact of the technology infusion. At the same time, we are also introducing more specific data collection in the area of behavior management. Because our students are those identified with special needs, we constantly must work with them to stay engaged in the learning process. Our new data collection tools will make it easier than ever to chart times and durations of off-task behaviors. We will be able to correlate the use of technology in the classroom with the peaks and valleys of behavior problems for any given student.

On a class and school wide level the pre and post results of the NWEA MAP testing will guide instructional opportunities and show areas of strengths and weaknesses for classroom teachers and building leadership. An analysis of the previous years' OAA scores, including strand and item analysis, will also be used to guide instruction and professional development needs. Using existing building technology and building software teachers will plan daily lessons to effectively utilize these components to meet student needs. Integrated pacing guides and quarterly portfolio assessments will help to sustain and direct instruction for each learning group.

Embedded professional development will occur throughout the school year to support building personnel. Initial training for such elements as instructional software, curriculum support websites, NWEA MAP assessments and use, and other content as prescribed will be a primary focus as this plan progresses throughout the years. Supported professional development will occur in the areas of instructional technology, pedagogy, interactive white board utilization, effective web based learning opportunities and others as deemed necessary by instructors, building leadership, and central office personnel.

2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?

The goal of section 2.3 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Fine Arts at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Fine Arts teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Fine Arts instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Fine Arts

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	2.0	4.0
5-8	2.0	4.0
9-12	N/A	N/A

How will we get there?

Within this building fine arts instruction is provided on a limited basis due to such factors as personnel, resources, and scheduling. Fine arts personnel are aware of the Ohio Content Standards in the area of fine arts and strive to develop lesson plans that include these standards and integrate technology as available. Existing building technologies are used as appropriate for lesson delivery. District staff will collectively explore additional opportunities to purchase and integrate appropriate software and technologies to support fine arts instruction.

How will we know we're getting there?

The building administrator will communicate will monitor lesson plans to ensure that the teachers are using the Ohio Fine Arts Standards in daily lesson design. The fine arts staff will work to create a pacing guide based on the standards while attempting to integrate technology, as appropriate, within their content area. Formative assessment will be ongoing through the use of teacher designed rubrics with quarterly assessment provided through report cards, IEP progress reports and student portfolios. Supportive in nature, fine arts staff will be aware of the four major content area standards and will work to integrate projects with content area teachers when and where appropriate. Though difficult to measure, it is our belief that the therapeutic nature of the arts is crucial to the academic success of any student.

How will we sustain focus and momentum?

Instructional personnel will be given access to all building technologies as needed for classroom instruction. Through continued use teachers will enhance their capabilities of integrating fine arts content with technological delivery methods. Staff will inform building leadership as to professional development needs as related to content, delivery and resources. District personnel will work to imbed professional development throughout the school year to give fine arts staff equal opportunity to professional growth. As reading and math is a major focus for all Summit Academy students, fine arts teachers will collaborate with content area teachers to strengthen student success within these two major areas. Fine arts personnel will be supported as they continue to look for new technologies that can enhance delivery and student success within their content area.

2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?

The goal of section 2.4 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Foreign Language at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Foreign Language teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Foreign Language instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Foreign Language

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	1.5	3.0
5-8	1.5	3.0
9-12	N/A	N/A

How will we get there?

Foreign language is not a part of the foundational core curriculum at this time. We teach very basic sign language at the elementary level in order to facilitate behavioral cues without embarrassing students. We also explore common and easy language elements when learning about other cultures. Many of our students have serious receptive and expressive language deficits and their own native language is a struggle to master. We make concentrated effort at the elementary level to increase vocabulary and ensure basic language conventions are in place. We will, however, make a strong effort to include the Foreign Language standards in our instruction by ensuring that all staff has access to the standards and by beginning cross grade level discussions of how to integrate this material into the curriculum.

How will we know we're getting there?

Building administration will ensure that all staff have received the foreign language standards and will facilitate cross grade level discussions about their best use in the curriculum. Throughout the year classroom teachers will flag integration points of the foreign language program as related to core content areas in classroom procedures. As the years progress teachers will weave the foreign language indicators into their core content area pacing guides. Formative assessment will be ongoing through the use of teacher designed rubrics with quarterly assessment provided through report cards, IEP progress reports and student portfolios.

How will we sustain focus and momentum?

Instructional personnel will be given access to all building technologies as needed for classroom instruction. Through continued use teachers will enhance their capabilities of integrating foreign language content with technological delivery methods. Staff will inform building leadership as to professional development needs as related to content, delivery and resources. District personnel will work to embed professional development throughout the school year to give instructional staff equal opportunity to professional growth. Instructional staff will be supported as they continue to look for new technologies that can enhance delivery of foreign language curriculum. Particular attention will be given to on-going professional development as it relates to newly acquired distance learning equipment. This equipment has opened new vistas to our students and we plan on systematically increasing our use of this technology.

2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?

The goal of section 2.5 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Mathematics at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Mathematics teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Mathematics instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Mathematics

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.5	4.0
3-4	2.5	4.0
5-7	2.5	4.0
8-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

The Summit Academy instructional model supports the developmental needs of the whole child. By determining the instructional level of each child at the beginning of the year, classroom teachers have the ability to flexibly group students according to their specific needs. Individual student's learning goals are based on the Ohio Academic Content Standards and are supported with an instructional design that moves students from whole group instruction to a modular framework comprised of small group instruction, teacher led reinforcement, and independent practice and self monitoring. Through the rotation of the classroom instructional model the teacher will provide as many opportunities as possible to integrate technology to support the learning needs of the child. Every classroom is equipped with five or six personal computers that are used daily within the rotation by all students. Students have access to supporting internet websites, production software (i.e. Microsoft products) and other software titles that support lesson content and design. Most classrooms, with the goal being all classrooms, are supported with SmartBoards technologies with wireless input. With our specialized student population, the ability to physically interact with and manipulate instructional technology (i.e. SmartBoards) provides a kinesthetic and tactile learning opportunity.

A major project this year was the adoption of new math curriculum in all elementary grade levels that supports a tiered intervention system. The elementary curriculum, enVision Math from Pearson is supported with animated, interactive elements that will be delivered through interactive white board technology. This feature is designed to make abstract concepts come alive for students. This is particularly valuable for our population of students, many of whom are extremely concrete in their thinking.

A major project this year was the adoption of new math curriculum in all middle school grade levels that supports a tiered intervention system. The middle school curriculum, Prentice Hall Mathematics from Pearson is supported with online, interactive elements that can be used with large groups through interactive white board technology or individually with students on computers. This will allow the teachers to make use of individual practice and reinforcement as needed to meet each student's needs.

Professional development opportunities will be provided to all instructional staff throughout the school year. The IT department will work to provide meaningful professional development for building level hardware and software needs as deemed appropriate. Collaborative efforts by the curriculum department and the IT team will produce professional development opportunities related to existing instructional software and future purchases.

How will we know we're getting there?

Over the course of the adoption of the new curriculum we will monitor teachers' lesson plans to ensure that the technology components are being utilized with the goal of seeing increased individualization of delivery leading to student gains on district and state wide assessments. We will continue to monitor software usage through

the software's reporting functions and will offer continued job-embedded professional development to move staff higher on the ACOT scale.

How will we sustain focus and momentum?

On-going analysis of school data through the use of the Decision Framework and Implementation Monitoring Management Tool will help us to continue to focus on areas of strength and weakness. Knowing that our school has an array of technological tools at our disposal, we will prioritize our use of that technology where it can do the most good. These technology tools include classroom computers with internet access, productivity software, and instructional software designed to provide both remediation and instruction. We also have interactive white boards that offer the ability to do animated demonstrations of math concepts, share instructive websites with the entire class, and allow students to move items around for a kinesthetic learning experience. We have student response systems that are paired with the interactive white board to give the teachers instant feedback as to the efficacy of instruction and the need for further work. By focusing on the data coming in from quarterly portfolio reviews and curriculum based assessments, we can make the best use of these tools. Embedded professional development will occur throughout the school year to support building personnel. Supported professional development will occur in the areas of instructional technology, pedagogy, SmartBoards utilization; effective web based learning opportunities and others as deemed necessary by building leadership and central office personnel.

2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?

The goal of section 2.6 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Science at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Science teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Science instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Science

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.0	3.5
3-5	2.0	3.5
6-8	2.0	3.5
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Science instruction at Summit Academy is implemented through science activity kits, internet sites, productivity software, trade books and science textbooks. Most classrooms are equipped with interactive whiteboards and computer enabled microscopes in addition to computers for student use and student response systems. Teachers will be encouraged to make use of spreadsheet programs as well as word processing and presentation packages in order to make science education parallel real world applications. The integration of technology standards with science standards will be looked at through a curriculum committee that can identify the best opportunities for implementation. Professional development opportunities will be provided to all instructional staff throughout the school year. The IT department will work to provide meaningful professional development for building level hardware and software needs as deemed appropriate. Collaborative efforts by the curriculum department and the IT team will produce professional development opportunities related to existing instructional software and future purchases. Distance learning equipment is used as well to bring science learning opportunities to the students.

For the middle school levels, new textbook adoptions will be taking place in the 2010 – 2011 school year. Holt Science has been chosen as the program and all technology components have been added to the purchase proposal in order to take full advantage of available resources. These resources include an on-line edition, CD of audio files to support struggling readers, and web access to support material. Distance learning equipment is used as well to bring science learning opportunities to the students.

Professional development opportunities will be provided to all instructional staff throughout the school year. The curriculum vendor will provide PD to ensure that all staff knows how to access and use the embedded technology components. The IT department will work to provide meaningful professional development for building level hardware and software needs as deemed appropriate. Collaborative efforts by the curriculum department and the IT team will produce professional development opportunities related to existing instructional software and future purchases.

How will we know we're getting there?

School directors will monitor the use of technology by reviewing lesson plans and by conducting walk-through visits to the classrooms. The science teacher in this school will meet via video conference with his or her peers in other Summit Academies to discuss the success of the technology components and where those components are doing the most good in the curriculum. Data for this discussion will be generated by test prep materials that include practice tests that are included with this curriculum adoption.

How will we sustain focus and momentum?

A portion of the 2010 American Reinvestment and Recovery Act funding has been dedicated to upgrading and completely furnishing all classrooms with basic technology hardware and software. Classrooms without an adequate number of computers or an interactive white board are being supplied with these as well as student response systems that work with the interactive white board. Initial training on these pieces of hardware will be provided through the IT department to ensure that all staff has the ability to integrate this equipment seamlessly into their lessons. Our IT department monitors problems in the field through a help desk ticket system. They respond quickly to reported problems in order to keep technology momentum going. Continued investment in distance learning via the video conferencing equipment serves to keep our students and staff excited about science.

2.7 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?

The goal of section 2.7 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Social Studies at the elementary, middle and secondary levels over the next three years.

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by the majority of your district's teachers to use technology to improve teaching and learning at the elementary, middle and secondary levels. For example, if all or most of your fifth through seventh grade Social Studies teachers are requiring students to conduct internet research or produce multimedia presentations on a regular basis; this would qualify as a broad-based practice. But if only a fraction of your teachers are regularly using these tools in the classroom – do not portray it as a broad-based practice.

Please feel free to include information about significant technology integration practices which are, by nature, not broad-based. For example, if a high school science teacher is using simulation software to allow students to conduct virtual experiments which are too dangerous to replicate in the classroom or lab; please indicate this in the

Science curriculum area at the high school level only.

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in the Social Studies instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Social Studies

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.0	3.5
3-5	2.0	3.5
6-8	2.0	3.5
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

For the elementary levels, Social Studies instruction at Summit Academy is implemented through textbooks, internet sites, productivity software, trade books and interactive white board activities. Most classrooms are equipped with the interactive whiteboards and student response systems as well as computers for students use. Teachers are encouraged to use word processing and presentation software to encourage students to become accustomed to using these tools as do adults in the world of work. We have begun using distance learning equipment to bring learning opportunities to the students. Many of these relate to social studies. The integration of technology standards with social studies standards will be looked at through a curriculum committee that can identify the best opportunities for implementation. Professional development opportunities will be provided to all instructional staff throughout the school year. The IT department will work to provide meaningful professional development for building level hardware and software needs as deemed appropriate. Collaborative efforts by the curriculum department and the IT team will produce professional development opportunities related to existing instructional software and future purchases. Distance learning equipment is used as well to bring science learning opportunities to the students.

For the middle school levels, new textbook adoptions will be taking place in the 2010 – 2011 school year. Holt Social Studies has been chosen as the program and all technology components have been added to the purchase proposal in order to take full advantage of available resources.
(Middle school) These resources include an on-line student edition, eEdition DVD-ROM, audio book, PowerPoint presentations DVD-ROM, video DVD programs, and ExamView. Distance learning equipment is used as well to bring social studies learning opportunities to the students.

Professional development opportunities will be provided to all instructional staff throughout the school year. The curriculum vendor will provide PD to ensure that all staff knows how to access and use the embedded technology components. The IT department will work to provide meaningful professional development for building level hardware and software needs as deemed appropriate. Collaborative efforts by the curriculum department and the IT team will produce professional development opportunities related to existing instructional software and future purchases.

How will we know we're getting there?

School directors will monitor the use of technology by reviewing lesson plans and by conducting walk-through visits to the classrooms. The social studies teacher in this school will meet via video conference with his or her peers in other Summit Academies to discuss the success of the technology components and where those components are doing the most good in the curriculum. Data for this discussion will be generated by test prep materials that include practice tests that are included with this curriculum adoption.

How will we sustain focus and momentum?

A portion of the 2010 American Reinvestment and Recovery Act funding has been dedicated to upgrading and completely furnishing all classrooms with basic technology hardware and software. Classrooms without an adequate number of computers or an interactive white board are being supplied with these as well as student response systems that work with the interactive white board. Initial training on these pieces of hardware will be provided through the IT department to ensure that all staff has the ability to integrate this equipment seamlessly into their lessons. Our IT department monitors problems in the field through a help desk ticket system. They respond quickly to reported problems in order to keep technology momentum going. Continued investment in distance learning via the video conferencing equipment serves to keep our students and staff excited about science.

2.8 How Are You Teaching Students About Technology Itself?

The goal of Phase 2.8 is for district technology planning staff to describe your district's efforts to teach students what they need to know and be able to do in order to meet Ohio's technology content standards.

IMPORTANT NOTE: Phase 2.8 is about technology as its own academic content standard and focuses on specific technology courses.
Phase 2.8 is the place to indicate what technology instruction you are offering at the elementary, middle and secondary levels. Examples of these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	2.5	3.5
3-5	2.5	3.5
6-8	2.5	3.5
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Technology is not taught as a stand-alone content in the elementary school. Rather the use of technology is introduced at times where the specific tool makes the most sense. While this is happening at all levels, we have to make sure that this is happening systematically within each classroom so that no one teacher's strength or weakness is the determining factor in any given child's instruction. To that end we will develop curriculum ladders for the technology standards that specify when technology skills should be introduced, reinforced and mastered within the vertical progression. Professional development opportunities will be afforded to staff that need help with these same skills. District survey data will be used to help with this analysis. Existing building technologies will be used as appropriate to assist in lesson delivery. District staff will collectively explore additional opportunities to purchase and integrate developmentally appropriate software

and technologies to support technology instruction.

How will we know we're getting there?

As the technology standards are not a part of the state accountability and testing system, it is vitally important to monitor the progress of all student's and staff's level of competency as related to technology indicators. Instructional staff will communicate with building leadership that they are attempting to integrate the Ohio Technology Standards in daily lesson design. Teacher lesson plans should reflect that these standards are understood and attempts to use them in daily lesson delivery are evident. Formative assessment will be ongoing throughout the year with the use of teacher designed rubrics and checklists. Quarterly assessments will occur to document mastery and levels of achievement through the use of IEP progress reports, student portfolios and original artifacts. Supportive in nature, the technology standards will intertwine as often as possible to enhance the delivery and understanding of the four major content area standards. With the specialized population that Summit Academy serves, the multimodal delivery options that are provided through a myriad of technological devices are essential for the successful educational experiences of every Summit Academy student.

How will we sustain focus and momentum?

Instructional personnel will be given access, and training as necessary, to all building technologies as needed to support and deliver classroom instruction. Through continued use and collaborative efforts, classroom teachers will enhance their capabilities of integrating technology content through a variety of delivery methods. Staff will inform building leadership as to professional development needs as related to content, delivery and resources. District personnel will work to embed professional development throughout the school year to reinforce and support educational staff. As reading and math remain a major focus for all Summit Academy students, through the teaching of technology standards it is our belief that they will support and help maintain a level of mastery of these two foundational core curricular concepts. All district personnel will be supported as they continue to look for new technology that will enhance and support the delivery of technology standards leading to student success in all content areas.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy
Adoption - Traditional policies are in place; lack of consistent use
Exploration - New/updated policies are being researched
Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A.Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Transformation	Transformation
B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Transformation	Transformation
C.Technology-related facilities design, equipment and software	Exploration	Transformation
D.Technology acquisition and standards	Transformation	Transformation
E.Research and evaluation of educational technology initiatives	Exploration	Transformation
F.Development and dissemination of educational technology devices, applications and approaches	Exploration	Transformation
G.District funding for educational technology	Exploration	Transformation
H.Equity and access to technology	Transformation	Transformation

How do we get there?

The Director of Information Technology presents proposed new technology policies to the Chief Technology Officer who presents the policy(ies) to the management board for adoption. Once new policies are approved, the policies are presented to the individual school boards for acknowledgement. As necessary, Professional Development training and activities will be scheduled appropriately for all staff and educational personnel to review the policy and procedures that may accompany it.

How do we know we are getting there?

Milestone 1 – A need is realized from the field to produce a policy and possibly new procedures so to better improve the operations of the organization's technology.

Milestone 2 – The technology committee takes the recognized need and begins to develop an appropriate policy statement as needed. Outside resources for similar policies may be analyzed for completeness and thorough review.

Milestone 3 – If necessary, the technology committee will develop and submit a statement of policy procedure(s). Upon completion the Director of Information Technology will submit the policy and procedure to the Chief Technology Officer.

Milestone 4 – The Chief Technology Officer will present the policy packet to the management board for review and approval.

How do we sustain the focus and momentum?

An annual review of policy and procedure statements will be performed by the Technology Committee. This review is to ensure that all policies meet current standards and the needs of the organization. If necessary, the committee will work to make appropriate modifications as need. The committee will recommend specific procedures for successful implementation of new and existing policies. The Director of Information Technology will submit all recommendations to the CTO for board approval.

3.2 Analyzing District Leadership

Awareness - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.
Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.
Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

	Where are we now?	Where do we want to go?
A.Instructional leadership, assessment and curriculum	Transformation	Transformation
B.Competencies/Standards (e.g. ISTE NETS-A)	Adoption	Transformation
C.Advocacy for technology	Transformation	Transformation
D.Measures and accountability for effective use	Exploration	Transformation
E.Role model in the use of technology	Transformation	Transformation
F.Professional development	Exploration	Transformation
G.Support for educational technology	Exploration	Transformation
H.Professional practice	Exploration	Transformation

How do we get there?

Summit Academy provides a myriad of alternative educational strategies for their student population. The use of technological devices & concepts is a core component to the infrastructure of each classroom & the school as a whole.

Goal 1 - It is imperative that district & building leadership have a minimum level of competency in core hardware technologies that are used throughout the building and individual classrooms. These technologies shall include: interactive white boards, CPS units, desktop/laptop computers, projectors, document cameras, video conferencing, eyeball cameras, & telephony devices.

Goal 1 Professional Development (PD) – Whenever possible we will use a train-the-trainer model for all hardware & software devices. Each building has a technology assistant that interacts directly with the IT department. This assistant, along with specified IT personnel, will be trained by the vendor for proper & appropriate operation of all hardware devices. As necessary, the vendor may be asked to provide a building presentation, at minimum, the building or technology assistant will provide PD in a whole group or individual setting. This will be determined through a discussion between the building director, Dir. of IT, & Chief Technology Officer.

Goal 2 - Specific software knowledge and support should be found within the specific Microsoft products (i.e. Word, Excel, etc.), Mavis Beacon, Compass Odyssey, Smart Notebook, Interwrite Desktop, NWEA assessments and other building specific software as provided by all funding sources.

Goal 2 (PD) - Whenever possible we will use a train-the-trainer model for all hardware & software devices. Each building has a technology assistant that interacts directly with the IT Dept. This assistant, along with specified IT personnel, will be trained by the vendor for the proper and appropriate operation of all software packages. As necessary, the vendor may be asked to provide a building presentation, at minimum, the building or technology assistant will provide professional development in a whole group or individual setting. This will be determined through a discussion between the building director, Dir of IT, & Chief Technology Officer.

Goal 3 - District & building leadership will be surveyed on an annual basis to determine specific professional development needs. As new technologies are researched and implemented, district personnel will be part of the planning, training, & implementation of new technologies. It is imperative that leadership personnel are supported in the investigation of new technologies to support classroom instruction & student success. Building leadership will also work to survey their instructional and support staff as to the technological needs of their classrooms, building management systems, & professional development.

Goal 4 - District & building leadership will be encouraged to attend local, state, & national tech conferences. Through their leadership & direction, recommendations should be submitted to the tech committee & Dir of IT as to new products & software that will support the multi-modal instructional model that is the signature piece of Summit Academy Schools.

Goal 5 - The technology committee, in collaboration with the curriculum & staff development team, will work to create & provide appropriate professional development opportunities for building staff. As time goes on, the tech committee will work with district personnel to create the "Level of Technology Competencies" assessments which will be used to classify personnel into appropriate skill levels which will help direct professional development for staff. Building leadership will be encouraged to support & promote this endeavor by taking part in the development of these assessments, monitoring building personnel as they are administered & use evaluation instruments to guide instructional & support staff toward continued growth & improvement in all aspects of technology.

How do we know we are getting there?

District and building leadership will use annual survey instruments to determine the use of building technologies and the level of professional development provided throughout the school year. Adjustments and modifications for the upcoming year will be based upon data that is collected through these survey instruments. Such tools as Survey Monkey or other on-line survey tools will be used to collect and compile data. When necessary, email and interview processes will be used to support the monitoring of all IT activities. Specific professional development surveys will be administered at the conclusion of each session. Presenters will be given immediate feedback as it pertains to their session(s). It is our belief that as building leadership supports the implementation and use of instructional technologies, state level achievement test results should also increase due to the adaptive nature of our instructional delivery method(s). This summative analysis will be supported by use of the NWEA MAP adaptive assessment which provides an instructional growth measure for all Summit Academy students. This assessment will be administered a minimum of two times throughout the school year; once in the fall to determine baseline information, a possible winter assessment for mid-year realignment, and finally at the end of the year to validate that academic growth had occurred. Finally, when the assessments for "Technology Competencies" are developed and implemented, we will analyze the data to determine where there is a need for additional technology professional development. It will be the goal of district and building leadership to advance 100% of the building staff one competency level annually.

How do we sustain the focus and momentum?

A multiple set of professional development opportunities will be given to the leadership team to enhance the goals and to support instructional and management technologies within the organization. Such opportunities may include, but are not limited to, Teacher-to-Teacher Learning Modules, Educational Impact software, distance learning modules from college and/or universities, Microsoft online learning tools, and many more. State developed technology standards will continue to be integrated throughout all academic levels. Though not a part of the state accountability system, technology standards will require appropriate levels of professional development to ensure an understanding of the importance that this curriculum has towards the whole child. As students progress through their educational continuum, these standards will continue to support the development and learning of all other content areas as well as prepare these students for the world of work they will encounter. Instructional staff must be given appropriate tools, time, and opportunities to integrate this content in their daily instruction. Evaluation of all professional development activities will include, but not be limited to, online survey tools (i.e. Survey Monkey), district designed survey instruments, email correspondence, face-to-face interview and more.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	25%	25%
Acquisitions/Procurement	5%	5%
Deployment/Implementation of Technology	5%	5%
Maintenance & Repair	0%	0%
End-user Technical Support & Training	1%	2%
Curriculum Alignment & Instructional Integration	5%	10%
Fiscal Management/Grant Applications	12%	5%
Superintendent Cabinet/Executive/Board Meetings	10%	10%
Tech Staff Development & Management	17%	10%
Policy Development, Monitoring & Enforcement	10%	5%
Evaluating New/Emerging Technologies	10%	23%
Other	0%	0%
Total	**100%**	**100%**

How will we get there?

The technology coordinator will meet on a quarterly basis to review the target allocations with the Chief Technology Officer. As needs are discussed and determined the Chief Technology Officer will take the findings to the Officer's meeting for discussion and determination of action. Such actions that may be implemented would include: additional professional development, additional personnel, or retraining of existing personnel. Through proper budgeting procedures, consistent monitoring will take place to adequately understand available operating income, as well as other revenue options such as federal grants, private grants, or foundation endowments.

How will we know we are getting there?

Front line monitoring will occur through the use of our IT Helpdesk system. Ticket trends are reviewed on a quarterly basis to determine district needs and department effectiveness. Also, district and building leadership will be surveyed on an annual basis to determine specifically if the allocations of resources met the needs of their buildings. Whether professional development offerings, additional equipment, additional personnel, or retraining of existing personnel, all efforts should be documented for success or retooling.

How will we sustain focus and momentum?

The technology department will meet on a monthly basis to review the objectives and action steps as set forth in the building plan. The Chief Technology Officer will share the progress, successes and setbacks to the Officer corps of the organization. Through constant progress monitoring, and communication with building leadership, all building needs will be met in a timely manner as resources dictate.

Professional Development will be consistent with goals and technology needs as set forth for the building. Conferences and workshops will be attended when available, other fact findings such as articles on emerging technologies and best practices will be monitored for potential implementation. Gap analysis studies which present a clear picture of our current staff member's qualifications, job descriptions and work load requirement against developing needs should become a regular practice. From the completion of this analysis, we will be able to make decisions as to the best course of action between outsourcing, hiring new staff, and providing additional needed professional development.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.
Some - This technology is in the building(s) and district, but there are only a few in each location.
Pervasive - This technology is an integral part of the building(s) and/or district.

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:1	1:1
Computer to Student Ratio (1:n)	1:3	1:3
Peripherals (e.g. scanner, digital camera)	Pervasive	Pervasive
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

How will we get there?

Summit employs the use of organizational flow charts to track all IT department activities. We conduct ongoing gap analysis studies which present a clear picture of our current staff member's qualifications, job descriptions and work load requirement against developing needs. From the completion of this analysis, we are able to make decisions as to the best course of action between outsourcing, hiring new staff, and providing additional needed professional development. Statement of work which contains: purpose project background deliverables measurable success indicators, customer support and project risk plan. Whenever our Curriculum Department identifies the need for a new instructional software packages, the Director of IT checks the product for compatibility. The products are piloted, and a questionnaire is used to determine if the product is worthy of being purchased for general use. Once a product is approved, it is purchased in numbers for a full installation. The end users are then trained on the software products and additional training is provided as deemed necessary.

How will we know we are getting there?

It is the hope that we can look to design a pilot project to investigate the possibilities of a 1:1 computing ratio with handheld devices. We believe, as do many others, that the smartphone device will be the future of textbooks and multitudes of curriculum delivery in the next five years. Two years ago we worked with the Ohio Board of Regents in a project that was testing and piloting hand held curriculum. Throughout the next three years, we will investigate this further and discuss the deployment of such a project. At this time, we will maintain our 1:3 students to computer ratio, which we believe is very appropriate for our clientele.

How will we sustain focus and momentum?

An annual needs assessment will be completed by the IT Department for each school. By collaborating with building leadership and teachers, we will determine if technology issues need to be addressed. If not, no revisions will be set in place for the upcoming school year. If revisions are needed, the IT Department will create a project plan and statement of work which will provide a clear picture of the needs for all stakeholders. Needs could very possibly be put in three buckets: professional development, purchasing, and/or product maintenance/upgrades.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

	What is the current impact?
LAN Bandwidth	Increase
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	Decrease

How will we get there?

A needs assessment will be developed to evaluate the necessity of new projects. When a technology project is undertaken, early planning will include a review of our present infrastructure to determine where upgrades are needed to support the new technologies. A project plan and statement of work will be developed for each new technology implementation that will include the following components: Purpose, Project Background, Deliverables, Measurable Success Indicators, Customer Support, and Project Risk Plan. This approach will ensure that general governance of the project is provided for.

How will we know we are getting there?

We will know that increase in bandwidth has occurred once all devices are in place, all contracts are signed, and that that installation and testing of all circuits has been conducted. We will test bandwidth independently by using internal network tools to determine actual throughput on each LAN, WAN and internet bandwidths. The IT Department will maintain reports for each segment and monitor contracts through the E-Rate process. Reports will be given upon request of the project plan and/or progress on request by the Chief Technology Officer, Chief Executive Officer, or Management Board.

Thin and Network Clients – With the nComputing we are able to deploy more classroom technology at a lower cost while still maintaining our 1:3 student to computer ratio.

Video Conferencing – We now have a video conference unit in this school as well as each Summit Academy sister school and central administration. This device is being used on a daily basis for virtual field trips, school to school communications, professional development activities and much more.

Video on Demand – There is a definite need to share resources across all schools while controlling licensing and illegal duplication. This device helps us control the legal distribution of video content as requested by school personnel.

Video Streaming – Discovery Learning/United Streaming is accessible to this school as well as to all Summit Academy Schools. We believe this content is critical to make a connection between the written word and visual assistance for our student population.
VOIP – We are committed to deploying VOIP telephony to this school and each classroom within this school to enhance the communication ability of each classroom teacher. We believe this will assist in an emergency situation as well as provide the necessary communication from the building office .

Centrex/PBX – Due to the deployment of the VOIP system, this creates the opportunity for us to reduce the need for this type of technology.

Wireless – Due to the nature of newer technologies requiring or having the ability to "go wireless" we are working to provide as much wireless access as possible.

Enterprise, Shared Applications – Shared data sets and the decrease of data silos is critical to the survival of this organization. Applications such as DASL, ProgressBook, etc help to reduce cost while at the same time allowing data to be shared at all levels of the organization for better decision making and future planning.

How will we sustain focus and momentum?

Summit Academy will employ the use of interactive websites, newsletters and email to ensure that a high level of communication is maintained throughout all levels of the organization. Moreover, the information technology team is always accessible to school personnel for suggestions and concerns from the field. The IT department will continue to track the progress of each project and will provide a clear picture of the need for ongoing training of all stakeholders. The use of network monitoring tools will enable us to continually monitor activity and provide a clear understanding of future needs.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

This section is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by the district for administrative and instructional computing. These uses range from EMIS reporting, shared administrative applications, video on demand (VOD), voice over IP (VoIP) telephony, thin client server access, Internet research and others.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

ACTIVITY 1:

Complete the portfolio of network services and telecommunications services provided. Indicate any changes that you plan to introduce.Use the following scale in answering "Where are we now?"

- **None** - This technology does not currently reside on the network.
- **Some** - There are pieces of this technology residing on the network. It does not exist in all buildings or only in certain places.
- **Many** - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go

- **Decrease** -We plan to decrease this technology on the network.
- **No Change** - We plan to maintain the level of technology on the network.
- **Researching** - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.
- **Increase** - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	Many	Increase
File and Print Sharing	Many	No Change
Internet Traffic	Many	No Change
Video Conferencing (IP)	Many	Increase
Video Conferencing (ATM)	None	No Change
Video On-Demand (local building/district server)	None	Increase
Video Streaming (Internet)	Some	Increase
Voice Communications - Voice over IP	Some	Increase
Voice Communications - Centrex/PBX	Some	Decrease
Remote Access (Dial-up/VPN) to School Resources	Many	No Change
Wireless	Many	Increase
Email	Many	No Change
Enterprise/Shared Applications (e.g., online grade book)	Many	Increase

ACTIVITY 2:

Discuss the impact of the network and telecommunications services activity above on the bandwidth requirements of the LAN, WAN and Internet connection. Record the impact on bandwidth below.

	Where are we now?	Where do we want to go?
Student Information Services	3 - Adequate	4 - Advanced
Instructional Applications	3 - Adequate	4 - Advanced
Data Analysis & Reporting	2 - Minimal	4 - Advanced
Grade Book	1- None	4 - Advanced
Library Automation	1- None	4 - Advanced
Facilities Management	2 - Minimal	4 - Advanced
Voice Telephony	3 - Adequate	4 - Advanced
Human Resources & Financial Management	3 - Adequate	4 - Advanced
Network Account Management	4 - Advanced	4 - Advanced
Transportation	1- None	3 - Adequate
Food Services	2 - Minimal	3 - Adequate

How will we get there?

A needs assessment will be developed to evaluate the necessity of new projects. When a technology project is undertaken, early planning will include a review of our present infrastructure to determine where upgrades are needed to support the new technologies. A project plan and statement of work will be developed for each new technology implementation that will include the following components: Purpose, Project Background, Deliverables, Measurable Success Indicators, Customer Support, and Project Risk Plan. This approach will ensure that general governance of the project is provided for.

Stakeholder access to all of their particular data is critical, no matter if it is at a parent/student level or upper levels of school management. Many of the items in the table have been investigated by building personnel or central office personnel at numerous E-tech conferences or vendor presentations. Some of the above systems have been discussed, or piloted, or initially deployed for use. No system listed is at an optimum level of use and/or understanding to be considered school or corporate effective. That is our ultimate goal. To determine the level of use of each system as needed by the individual stakeholders groups and to be sure that these groups have access, understanding, and effective application to better perform their role in the organization which will ultimately benefit the students we serve.

How will we know we are getting there?

The statement of work will include measureable success indicators for each system project. The project manager/managers will track specific data points based on the indicators within each plan. Revisions to the project will be put in place, if need be, through the use of change orders. Reports will be supplied to the Chief Technology Officer, Chief Executive Officer, and/or Management Board upon request. Once in place, an annual rubric of success and/or opportunities for improvement will be completed for each system project.

How will we sustain the focus and momentum?

A key piece to the alignment and integration of these systems is to identify and discuss the concerns of data silos. All of these systems have data sets that need to interact or interchange with one another. To reduce redundancy, it is vital that we work towards a single integrated system that incorporates all of the silos into one functional database. It is critical that all departments in the organization are aware of the "silo" effect that can be built inadvertently just by adding a new system. Thus constant communication between departments must take place to assure that new silos are not being built and that existing silos are coming down to a enterprise designed system. Monitoring will take place through committee and Office meetings. A yearly review of all data sets/systems will take place prior to each new school year. This will be organized by the Chief Technology Officer. Summit Academy Management will employ the use of newsletters, websites, and other communicative tools (ie video conference) to be sure all field personnel are aware of the data that exist and are needed to efficiently run the organization. There is a need for an IT Leadership Team (IT LT) to help drive and monitor the technology plan. This will be a goal to implement such a team during this technology plan cycle.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.
Rarely - When selecting educational software, occasionally this process is followed.
Sometimes - When selecting educational software, we typically follow and/or incorporate this process.
Always - When selecting educational software, this process is always followed and/or incorporated.
Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Sometimes	Always
Professional development planning for end users and support personnel	Sometimes	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Always	Always
Evaluation of demo copies	Always	Always
Implementation pilots	Sometimes	Always
Replacement cycle (upgrade, retire, new)	Rarely	Always
System requirements / technical and operational support	Always	Always

How will we get there?

All new systems will be analyzed at several levels. Integration and compatibility to our existing infrastructure and network; cost analysis; maintenance; ease of use; curricular alignment; and others as needed. Similar to our E-rate process, all softwares/systems may be scrutinized through a TCO matrix. Appropriate criteria will be listed and weighted to determine what makes the most sense for the needs of the organization. As stated, the need for an IT LT is crucial. It is this team that should be in charge of the selection process. Once determined, the information needs to be shared with the appropriate stakeholders as the implementation shall be led by the IT department. Professional development will be coordinated with the help of the Curriculum Department when appropriate. It is the goal of our organization to constantly stay apprised of new technologies that will better serve the student, teacher, or organization as a whole. We are not in the belief of deploying "bleeding" edge technology, but have no problem deploying "cutting" edge ideas.

How will we know we are getting there?

The statement of work will include measureable success indicators of each technology project. The project manager will track specific data points based on the indicators within the plan. Revisions to the project will be put in place if need be through the use of change orders. Reports will be supplied to the Chief Technology Officer, Chief Executive Officer, and/or Management Board upon request. Once in place an annual rubric of success and/or opportunities for improvement will be completed.

How will we sustain focus and momentum?

We will maintain the needed hardware and software licensing to assure all products are up-to-date with maintenance agreements. The ownership of the software, and the possibility of new versions which may need new hardware, may drive the need to sustain or upgrade the infrastructure. Software generated reports, building surveys, and staff input will help to drive the needs assessment for each particular software tool. Final assessment resolution may be: dump the software, provide additional professional development, upgrade the software, or study the impact for a longer period of time. Student achievement is critical when analyzing the effectiveness of educational software. Other such data, such as NWEA scores, OAA scores, OGT scores, and other local assessments may be taken into consideration when evaluating software packages.

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	4 - Advanced	4 - Advanced
Security zones	4 - Advanced	4 - Advanced
Wireless network security policies	3 - Adequate	4 - Advanced
Central log mechanism and review policy	2 - Minimal	3 - Adequate
Incident response procedures	2 - Minimal	3 - Adequate
Network security	3 - Adequate	4 - Advanced
Host Security	4 - Advanced	4 - Advanced
Data security / integrity	3 - Adequate	4 - Advanced
Anti-virus software	3 - Adequate	4 - Advanced
Spyware	3 - Adequate	3 - Adequate
Firewall	4 - Advanced	4 - Advanced
Filtering	4 - Advanced	4 - Advanced

How will we get there?

Security and security policies are adequate and appropriate for Summit Academy. Security logs are available and monitored when an event of concern occurs. Summit Academy has developed many IT based policies such as: Acceptable Use, Software Installation/Use, User Accounts, Data Access, Internet Access, Remote Access, Email Protocol, and others. Policies and procedures are reviewed annually by the Officers of the organization. Policy development is led by the Chief Technology Officer, with final approval coming from the Summit Academy Management Board.

Internet safety training is critical for all Summit personnel. We will look to provide a PD package that addresses internet safety in line with CIPA or Protecting Children in the 21st Century.

We are investigating the deployment of web 2.0 tools for student and classroom use. We have addressed this initially in our AU policy. Professional development activities will be provided for the proper use of these tools in the classroom.

As part of the ODE technology standards, it is critical that students understand the potential dangers and pitfalls of social networking tools. All teachers will share at their appropriate levels the concerns of social networking and how students can protect themselves within this cyber environment.

How will we know we are getting there?

Security and security policies are adequate and appropriate for Summit Academy. Security logs are available and monitored when an event of concern occurs. Summit Academy has developed many IT based policies such as: Acceptable Use, Software Installation/Use, User Accounts, Data Access, Internet Access, Remote Access, Email Protocol, and others. Policies and procedures are reviewed annually by the Officers of the organization. Policy development is led by the Chief Technology Officer, with final approval coming from the Summit Academy Management Board.

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How will we sustain the focus and momentum?

Educating our users with current security policies and procedures is the best method of sustaining focus on security. Ongoing professional development of technology staff on security measures and concerns, constant monitoring of technology web sites by the technology staff will help keep up with the ever changing security

environment and determine whether these changes have an impact on security at Summit Academy. Other communication tools shall include our Staff Resource Site, our Corporate Website and individual building websites.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1 in 175	1 in 140
Support Staff to Teachers	1 in 33	1 in 27
Support Staff to Computers	1 in 92	1 in 73
Support Staff to Buildings	1 in 2.3	1 in 1.9

	Where are we now?	Where do we want to go?
Average Response Time (Days)	.75 days	.5 days
Service Level Agreement (SLA)	No	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

New and existing equipment is supported through the Summit Academy HelpDesk System. This system is monitored throughout the work day and allows every Summit Academy employee the opportunity to share concerns with building equipment. As new equipment is purchased warranties and maintenance agreements are immediately processed. Broken equipment is serviced by an in house technician or if more serious, will be sent to the manufacture for warranty repair or replacement. If it is determined that the warranty has expired, a cost analysis will be reviewed and a determination made to repair or replace the equipment.

How will we know we are getting there?

Summit Academy will conduct a random survey of selected HelpDesk tickets from various personnel. Aggregated monthly help desk request reports will help to expose the most frequent requests and the effectiveness of support staff to meet the needs of building issues. This approach may possibly disclose the areas of need for professional development, hardware issues, and software malfunctions.

How will we sustain focus and momentum?

The Summit Academy technology department will provide consistent interaction on a monthly basis with all end users. Phone calls, emails, HelpDesk tickets, video conference meetings, and field reports will be used to constantly upgrade the service level of the IT Department. Our department is focused on customer service. Without appropriate levels of response and working equipment, the end user will surely look elsewhere for the support they demand.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.
Some - This factor has cursory consideration but is not a primary decision driver.
More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.
Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

	Where are we now?	Where do we want to go?
Vendor Relationships	Extensive	Extensive
Procurement Plan	Extensive	Extensive
Specifications/Requirements/Fits Analysis	Extensive	Extensive
Integration of donated time, materials or services	Some	More
Deployment/Installation plan	More	Extensive
Initial Training and Professional Development	More	Extensive
Evaluation of current external support costs versus new purchase	Extensive	Extensive
Loss of institutional knowledge for replaced systems	None	None
Phase Out/Replacement cycle	Some	More
Disposal costs	Some	More

How will we get there?

When a technology project is undertaken, it is easy to ignore hidden costs which contribute to the fully burdened cost. Taking into consideration Total Cost of Ownership, and prior to purchase, an assessment will be undertaken to evaluate the true cost of the implementation of any new technology. Early planning will map out a course which will include budgets to ensure that all costs are considered. This will include a review of our past projects in an attempt to learn from past experiences. This may help to determine actual costs which are not readily visible. These may include: cost of gas for field technicians, compensated professional development and training, etc.

How will we know we are getting there?

Milestones will be created in the early planning stages and at each milestone an assessment will be made to ensure that each and every cost of ownership has been counted. As we approach the budget milestone at 75% of fully burdened costs, a determination will be made by the IT LT that we are on track. If any course corrections are needed they will be made at this time.

How will we sustain focus and momentum?

Summit Academy will expect its IT LT to ensure that a high level of communication is maintained between stakeholders and in particular the Information Technology department. Moreover, the Total Cost of Ownership will be the focus of IT LT meetings which will be open to all stakeholders plus representatives of the IT department as needed. These meetings will also provide specific indicators on controlling unnecessary cost and provide a clear understanding of future expenses taking into consideration all Fully Burdened Costs. A summary of meeting minutes will be made available for stakeholder review and interested internal parties.

Budget and Planning

5.0 Budget

Sound budgeting is important for your technology plan; not only to project future spending and funding, but also to meet requirements for various private, state and federal funding opportunities. It is recommended that a representative from your treasurer's office be involved in completing this phase.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2010-11	2011-12	2012-13	Total
Network/Telecommunications Services	[illegible]	18,421.2	18,789.62	19,165.42	56,376.24
Hardware	16,51[illegible]	16,842.24	17,179.08	17,522.67	51,543.99
Student Data Administrative Systems	4,08[illegible]	4,122.84	4,205.3	4,289.4	12,617.54
Software	10,40[illegible]	10,614.12	10,826.4	11,042.93	32,483.45
Security	1,63[illegible]	1,666.68	1,700.01	1,734.01	5,100.7
Technology Staffing/Support	17,02[illegible]	17,368.56	17,715.93	18,070.24	53,154.73
Professional Development	51[illegible]	526.32	536.85	547.58	1,610.75
Consumables	8,09[illegible]	8,245.68	8,410.59	8,578.81	25,235.08
Additional	6,27[illegible]	6,403.56	6,531.63	6,662.26	19,597.45
Total	**82,560**	**84,211.2**	**85,895.41**	**87,613.32**	

Additional Items

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Copiers are used on a regular basis as the foundational printing, scanning, and fax tool. We have found this multi-purpose unit to be extremely cost effective and beneficial to the organization.

Provide details about your budget process. How did your committee gather this data? Have you included spending amounts for planned future technology hardware, software, professional development, or other services?

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The CFO took current costs in all identified areas of the technology budget and determined a per-pupil cost for each area. We then utilized the ADM count from January 2010, which are the figures used for the e-Rate application and multiplied that figure times the per-pupil cost. To determine anticipated increase in costs, we used 2% as an estimated annual increase.

Network Telecommunications – All schools are currently hooked into fiber; 10 to 20 megabytes per site.

Access to Technology – building technology continues to be upgraded as the budget warrants. We currently are using the nComputing thin client system so to be more cost effective and judicious to all stakeholders.

Shareholder Access to educational Informational Applications – DASL continues to be implemented through the Spring of 2010. It will be fully operational for all students and staff to use it by the 2011-2010 school year. Progress Book continues to be reviewed for effectiveness to be used within our school environment.

Educational Software – Compass Learning's Odyssey leads the way for our instructional software offerings. Other softwares we use include, but are not limited to: Academy of Reading, Destination Math and Reading, Discovery Learning, Brain Pop, and many others.

Security –Content filtering will be the role of the ITC center we have contracted with.

Technology Staffing/Support – A hybrid approach to technology staffing has been occurring. External contractors are asked to work alongside existing in-house personnel. This method appears to be working well and could be a potential best practice for future support utilization.

Professional Development – Professional development is always at the forefront at the time of decision making. Staff must understand and made prepared to take on the challenges of the technological advancements that occur on a daily basis. With the use of Video Conferencing (VC) units, eyeball cameras, face to face meetings, workshops, and online coursework/seminars, we believe we provide a wide range of opportunities for each of

our employees to grow and excel in their profession.

Consumables – IT consumables consist of paper, printer cartridges, keyboard, mice, cables, and other such items. It is our goal to have these items on hand and in stock to better serve the needs of the school buildings.

How will we get there?

All funding is through State, EETT, E-Rate, Ohio Reads and other grants.

EXHIBIT 3

Content Filtering Ratings and Guidelines

Updated: June 9, 2010

C7+

The Verizon Wireless 'C7+' rating is provided to content that would be considered suitable for children 7 and above by most parents. This material contains little or no violence, no strong language, no drug use, limited alcohol or tobacco use, no modeling content, little or no sexual dialogue and situations and no themes of a mature nature. The content found under this rating is similar to that of TV ratings – 'Y7', 'Y' and 'G', or Motion Picture rating 'G', or game ratings 'E' and 'eC'. Internet access to websites are defined and blocked by categories. Websites are categorized by 3rd party industry experts. The following are website categories that are NOT accessible to a user set to a C7+ rating when browsing the internet:

- Abortion
- Alcohol
- Anonymizer
- Art Nudes
- Bikini Sites
- Blogging
- Chat
- Criminal Skills
- Cults
- Drugs
- Dynamic sites (content changes)
- File Sharing
- Forums & message boards
- Gambling
- Glamour
- Gore
- Hacking
- Hate
- Hosting
- Image Search
- Lifestyle
- Mature Content
- Occult
- Personal Ads & Dating
- Pornography
- Portals
- Search
- Sex Education
- Suicide
- Tobacco
- Violence
- Virtual Communities
- Weapons
- Webmail

Non Verizon app stores and market places that don't provide content ratings and filtering capabilities are blocked from being accessed. Applications are not guaranteed to work 100% and are subject to the website filtering based on the categories above.

EXHIBIT 3* – *T13+ Selected for use at Summit Academy Community School for Alternative Learners – Canton

Summit Academy-Canton (BEN 228226)
EDU 2011 Pilot Program – WC Docket No. 10-222

T13+

The Verizon Wireless 'T13+' rating is provided to content that would be considered suitable for Teens 13 and above by most parents. This material may contain mild coarse language, moderate violence, mildly suggestive lingerie, drug use depicted without being designed to encourage use, some sexuality or suggestive dialogue or themes that may not be appropriate for younger children. The content found under this rating is similar to that of TV ratings – 'PG', '14' and lower, or Motion Picture ratings 'PG', 'PG-13' and lower, or game ratings 'E10', 'T' and lower. Internet access to websites are defined and blocked by categories. Websites are categorized by 3rd party industry experts. The following are website categories that are NOT accessible to a user set to a T13+ rating when browsing the internet:

:

- Abortion
- Alcohol
- Anonymizer
- Bikini Sites
- Blogging
- Chat
- Criminal Skills
- Cults
- Drugs
- Dynamic sites (content changes)
- File Sharing
- Forums & message boards
- Gambling
- Glamour
- Gore
- Hacking
- Hate
- Hosting
- Image Search
- Lifestyle
- Mature Content
- Occult
- Personal Ads & Dating
- Pornography
- Portals
- Search
- Suicide
- Tobacco
- Violence
- Virtual Communities
- Weapons
- Webmail

Non Verizon app stores and market places that don't provide content ratings and filtering capabilities are blocked from being accessed. Applications are not guaranteed to work 100% and are subject to the website filtering based on the categories above.

EXHIBIT 3* – *T13+ Selected for use at Summit Academy Community School for Alternative Learners – Canton

Summit Academy-Canton (BEN 228226)
EDU 2011 Pilot Program – WC Docket No. 10-222

YA17+

The Verizon Wireless 'YA17+' rating is provided to content that may contain one or more of the following: crude language, graphic violence, sexual situations, criminal activity, drug abuse, sexual situations without nudity or themes that may not be appropriate for younger youth. Many parents would consider this material unsuitable for children under 17 and parents are strongly cautioned against allowing children under 17 to access or view this content. The content found under this rating is similar to that of TV rating – 'MA' and lower, or Motion Picture rating 'R' and lower, or game rating 'M' and lower or Music rating 'Parental Advisory' and lower. Internet access to websites are defined and blocked by categories. Websites are categorized by 3rd party industry experts. The following are website categories that are NOT accessible to a user set to a YA17+ rating when browsing the internet:

- Alcohol
- Criminal Skills
- Drugs
- File Sharing
- Gambling
- Hacking
- Hate
- Image Search
- Mature Content
- Personal Ads & Dating
- Pornography
- Tobacco
- Violence
- Weapons

EXHIBIT 3* – *T13+ Selected for use at Summit Academy Community School for Alternative Learners – Canton

Summit Academy-Canton (BEN 228226)
EDU 2011 Pilot Program – WC Docket No. 10-222

Filter Off / M18+
Turning off the content filter provides access to all content accessible through your mobile phone, including content that you may consider objectionable due to the ages of your children or your personal desire to avoid certain types of content.

Content Filtering Terms & Conditions
Subject to Customer Agreement. The Content Filters service filters content accessible through the Internet, V CAST Apps, V CAST Music with Rhapsody, V CAST Video, Song ID, Media Store and short code-based messaging campaigns. Content from other sources, including Get It Now/Media Center and TXT Messaging, is not filtered by the service at this time. No Content Filters tool is 100% effective. The service may not block access to all unwanted or undesirable content. The service is not a substitute for adult supervision. The service may not work outside the National Enhanced Services Rate and Coverage Area. The service does not work on most Push To Talk devices, any device with a static Internet Protocol address or on search results provided through the Get It Now Search application. The Internet filtering capabilities of the service do not work on phones using WiFi, Mobile Web 1.0, BlackBerry devices, client server browsers like Opera and Novarra, on devices that use Venturi Compression Software, including phones tethered to PCs or PC cards, unless the compression software is turned off. Internet filtering will not work on most advanced devices until you have turned the device off and back on after every Content Filter setting change. The music filtering capabilities of the service do not work on phones with V CAST Music v1.0 software. Call 800-922-0204 or 611 from your handset if you are on a corporate calling plan to determine eligibility to use the service and to activate the service.

Internet Filtering Categories as Defined by Rules Space

Abortion: Provides information or arguments in favor of or against abortion
Alcohol: An alcohol site is a site which promotes or offers for sale alcoholic beverages or the means to create them.
Anonymizer: Sites offering users to anonymously access websites through a CGI proxy.
Art & Museum: Sites which include art galleries, artists, and museums.
Art Nudes: Sites which contain tasteful non-pornographic displays of the naked body as art.
Bikini: Sites offering the sale of bikinis and/or feature galleries of models in bikinis.
Blog: Site that serves as a publicly accessible personal journal for an individual.
Chat: Site which offers users the ability to chat online.
Criminal Skills: Criminal skills pages provide instruction for threatening or violating the security of property or the privacy of people.
Cults: Prominent organized modern religious groups that are identified as "cults" by three or more authoritative sources
Drugs: Sites which promote, offer, sell, supply, encourage or otherwise advocate the recreational or illegal use of drugs and their related paraphernalia.
Dynamic: Site that has dynamically changing content with the possibility to either generate, display, or offer links to material inappropriate for children.
File sharing: Sites and protocols related to file sharing applications, for example KaZaa and Gnutella.
Forums & Message boards: Sites providing a web application enabling users to participate in the discussion of numerous topics, often in conjunction with online communities.
Gambling: Sites which allow users to place bets or participate in a betting pool online (including lotteries).
Glamour: Sites which emphasize or provide information on how to achieve physical attractiveness.
Gore: Sites displaying graphic violence and/or the infliction of pain or injuries.
Hacking: Hacking pages promote or provide the means to practice illegal or unauthorized acts using computer-programming skills.
Hate: Sites which denigrate an individual or group on the basis of race, religion, gender, nationality, ethnic origin, or other involuntary characteristics.
Hosting: Service that provides individuals, organizations and users with online systems for storing information, images, video, or any content accessible via the Web.
Lifestyle: Sites in this category contain general material relevant to sexual orientation.
Mature Content: Sexually explicit information that is not of a medical or scientific nature. Also included are lingerie sales and nudism.
Occult: Sites that promote or offer methods, means of instruction, or other resources to affect or influence real events through the use of spells, curses, magic powers or supernatural beings.
Personal Ads and Dating: Sites that promote or provide opportunity for establishing or continuing romantic or sexual relationships.

Pornography: Sexually explicit material for the purpose of arousing a sexual or prurient interest.
Portals: Site that offers a broad array of resources and services, such as e-mail, forums, search engines, and on-line shopping malls.
Search: Sites that support searching the Web, news groups, or indices and directories thereof.
Sex Education: A site that offers information on reproduction, sexual development, sexually transmitted disease, contraception, safe sexual practices, sexuality, and sexual orientation.
Suicide: A suicide site is a site that offers, promotes or advocates suggestions, instructions, or descriptions on how to commit suicide.
Tobacco: A tobacco content site is a site which encourages, promotes, offers for sale or otherwise encourages the consumption of tobacco.
Violence: Advocates or provides instructions for causing physical harm to people or property through use of weapons, explosives, pranks, or other types of violence.
Virtual Community: Site offering a variety of tools and mechanisms to enable a group of people to communicate and interact via the Internet. (Social networking)
Weapons: Sites that sell, review, or describe weapons such as guns, knives, or martial arts devices, or provide information on their use, accessories, or other modifications.
Webmail: A site providing free, web-based email services, accessible through any Internet browser.

POLICY - COMPUTER/INTERNET USAGE & SAFETY

General Information

The Summit Academy Management's (SAM's) computer system is for the use of authorized users only. Unauthorized access and/or use is prohibited by law. In general, network use requires efficient, ethical and legal utilization of the network resources. If a user violates any of these provisions, his or her account with SAM may be terminated and future access could be denied. Furthermore, if deemed necessary, system personnel may monitor network activity to reveal possible evidence of criminal activity, and may provide this evidence to law enforcement officials.

Please be advised that the signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

The SAM Network is an electronic computer network with access to the Internet. Along with Internet access comes the availability of material that may be considered to not be of educational value within the context of education or business use. While SAM has established procedures to monitor access to controversial materials; it is impossible to control all materials and an industrious user may discover controversial information but SAM firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure inappropriate materials.

Internet access is coordinated through the SAM data center. Smooth operation of the network relies on the proper conduct of end users, who must adhere to strict guidelines. These guidelines are provided below and also apply to appropriate use of cell phones.

Terms and Conditions for Acceptable Use

1. Use of the SAM Network (and e-mail if it applies) is a privilege. Inappropriate use may result in suspension and/or cancellation of those privileges. The Chief Technology Officer, in conjunction with the Chief Academic Officer—guided by the *Children's Internet Protection Act*—will determine what is inappropriate use of the network. Their decision is final. They may close an account at any time as required. The administration, faculty, and staff of SAM may request the system administrators to deny, revoke, or suspend specific user accounts.

2. Security on any computer system is a high priority, especially when the system involves many users. Individuals identifying a security problem on the SAM Network have the obligation to notify the system administrators at the earliest possible time. It is recommended that the problem is reported via telephone, if possible, or E-mail if the user is reasonably sure E-mail is secure.

   Use of any account not specifically assigned to the user by the Summit Academy IT department is expressly forbidden and may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access as well.

POLICY - COMPUTER/INTERNET USAGE & SAFETY

3. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Additionally, commercial transactions, "for-profit" ventures, extensive personal business, product advertisement, anything that would reveal personal information such as phone numbers or addresses, or political lobbying are unacceptable activities.

4. Summit Academy Schools makes no warranties of any kind, expressed or implied, for the service being provided and will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by negligence, errors or omissions. SAM specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. Use of any such information is at the user's risk.

5. Network or equipment vandalism will result in cancellation of privileges. Network vandalism is defined as any malicious attempt to alter or destroy or reduce the usability of data of another user or any agencies or other networks that are connected to SAM or the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, worms, etc., unauthorized access including 'hacking' or other unlawful access by minors online. Equipment vandalism is defined as theft or damage to any computer hardware.

6. Electronic mail (E-mail) is not guaranteed to be private; system administrators and operators can access mail and also software may misdirect messages. Messages relating to or in support of illegal activities will be reported to appropriate authorities. E-mail use is for business activities only—not for the use of fundraising or other non-business activities. Improper use may result in appropriate action taken (See #11).

7. Any use of the network that disrupts other users or seriously degrades performance may be determined to be improper by the system administrator; appropriate action will be taken.

8. All communications and information accessible via the network should be assumed to be private property. Re-posting of private communications without prior consent of the author is unacceptable.

9. SAM may occasionally require new registration and/or account information from all or selected users in order to continue the service. Users agree to notify SAM of any changes in account information (address, etc.) as soon as possible.

10. Social networking (Web 2.0 tools) such as blogging, Twitter, MySpace, etc, shall not be used on a PERSONAL basis during SAM's, or the School's, operational hours. These tools may be used in an educational setting and for teaching electronic social networking etiquette and ethics, interpersonal skills, and other skill sets as identified in the Ohio State's Content Standards or

POLICY – COMPUTER/INTERNET USAGE & SAFETY

SAM's approved Course of Study. If for any reason there is evidence of using such educational sites to harass, threaten, discriminate or disparage against any student, or SAM associate, that person may have all network access disabled and a SAM employee may be terminated. Use of these tool sets is NOT a right, but a privilege to learn the educational value of such a tool set.

11. The Chief Technology Officer reserves the right to limit or suspend access to the SAM Network and/or Internet (email when it applies) or to supersede portions of this agreement as may be deemed necessary for the maintenance, safety or security of SAM and Summit Academy Schools.

12. Software applications not purchased by SAM are considered unauthorized and must not be installed or used on company computers without the approval of the I.T. Department.

13. SAM expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users—which includes staff, and students (and their parents, if they are minors)—are required to sign an annual written agreement to abide by the terms and conditions of this policy.

14. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Ohio, United States of America.

15. The following list includes, but is not limited to, the types of information that are viewed as being inappropriate and/or inconsistent with the company/school goals and are therefore prohibited:
    - Any communication that can be considered obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful
    - Posting information that could cause damage to infrastructure or a danger of disruption to service
    - Engaging in personal attacks, including prejudicial or discriminatory attacks
    - Unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors, or another employee or student
    - Acquiring data or other images from people's pages without their permission except as needed for specific educational purposes in keeping with the "Fair Use" portion of the US Copyright Act.

SAM utilizes software and/or hardware to monitor, block and filter online activity of staff members and students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

EXHIBIT 5 **FORM 500.1**

Summit Academy-Canton
EDU Pilot 2011, WC Docket No. 10-222

SUMMIT ACADEMY SCHOOLS
Internet Usage Permission Form - STUDENT

Dear Parent/Guardian & Student:

The Internet represents a unique opportunity for students to explore the incredible wealth of information that enhances learning. The Internet can also make accessible some resources that are not appropriate for young people. In an effort to facilitate the appropriate use of the Internet for student research, we have implemented a "Kid Safe" search engine, content filtering, usage logging, and disallowing e-mail and Internet chat.

Students will have opportunities to connect to the Internet in classrooms and computer labs, under the supervision of Teachers and/or Instructional Aides. Students will be given instruction in the appropriate use of the school's technology resources.

All students who use the Internet are required to adhere to the Internet Usage & Safety Policy, a copy of which is attached. Violations may result in the loss of a student's privilege to use the Internet, as well as subject him/her to further disciplinary action up to and including suspension or expulsion.

We encourage parents/guardians and students to discuss the content of this form and the attached Policy.

This form must be signed and returned to the school before the student is granted Internet access.

STUDENT: I understand and will abide by the provisions and conditions of this contract and the Internet Usage Agreement. I realize that Internet access in school is for educational purposes ONLY! I understand that any violation of the above provisions may result in disciplinary action, the evoking of my user account, and any appropriate legal action, if necessary. I will not hold Summit Academy or its staff responsible for, or legally liable for materials distributed to or acquired from the Internet or local network. I also agree to report any misuse of the Internet to the School Director, my Teacher, Instructional Aide or other staff member.

Student Name (print):_____

Student Signature:_____

CHECK IF STUDENT IS 18 OR OLDER: ☐

PARENT/GUARDIAN: As the Parent/Guardian, I have read this contract and the Internet Usage & Safety Policy. I understand that Internet access in school is for educational purposes ONLY! I also understand that it is impossible for Summit Academy to restrict access to all inappropriate materials. I will not hold Summit Academy or its staff responsible for or legally liable for materials distributed to or acquired from the Internet or local network. I also agree to report any misuse of the Internet to the School Director or Teacher.

I accept full responsibility for supervision if and when my child's use is not in a school setting.

I hereby give my permission to allow my child to use the Internet and certify that the information contained in this form is correct.

Parent/Guardian Name (print):_____

Parent/Guardian Signature:_____

Today's Date:_____

School Name (print):_____

Created: Jan. 2005
Revised: Apr, 2010, Dec, 2010

EXHIBIT 6 EDU 2011 Pilot, WC Docket No 10-222

Summit Academy Canton Elementary School

Handheld Computer Acceptance Use Policy

Summit Academy Canton Elementary Schools are very excited to provide the opportunity for our students to participate in the Mobile Learning Technology Education Project. At the teachers' discretion, participating students will be loaned an LG Fathom smart phone computer for use at school.

Prior to using the smart phone computer, students will be instructed in and evaluated on proper use and care of the smart phone. Teachers will assign students a phone with a corresponding number. Students will only use the device assigned to them. Parents and students will be required to sign the usage agreement. In addition, students will review the Summit Academy Internet Usage Policy and Student Code of Conduct regarding school equipment/property. Students will understand that the policy and safeguards for the internet and equipment apply to the use and care of the handheld computer/smartphone.

Please review the following guidelines and conditions with your student and to insure that he/she understands them.

1. The handheld computer is to be treated as a valuable object. It will not be thrown, purposely dropped, or hit. It will never be taken into the restrooms, outside, or anywhere that might result in it being damaged in any way.
2. The handheld computer will never be left unattended in the cafeteria, dojo, or any other public place.
3. The handheld computer will not be used in near proximity of water, household chemicals, or other liquids that could damage its electronic components.
4. The handheld computer will only be used with a genuine stylus or keyboard. Pencils, erasers, pen tips, and other pointed objects will never be used in place of the stylus.
5. Students agree to check out and check in the handheld computer when directed to do so by the teacher. Refusal to return the device when requested will result in a loss of privilege. Teachers will document and report any damage to the handheld computer to the parents and school director immediately.
6. Students agree to follow the Summit Academy Internet Usage Policy. Students understand that failure to follow the Internet Usage Policy will result in loss of the privilege.
7. Students agree not to purposely change any settings on the handheld smartphone computer. Changing the settings will result in loss of the privilege.

Every student participating agrees to reimburse Summit Academy Schools for the cost of repair or replacement for any damage or loss of any or all components issued to the student who neglects or fails to abide by the above guidelines and conditions. This includes the smartphone and stylus (USB cable and AC adapter will remain in the care of the Summit Academy Staff).

EXHIBIT 6 EDU 2011 Pilot, WC Docket No. 10-222

Summit Academy Community Schools - Canton
1620 Market Ave. South Canton, Oh. 44707
Fax: (330) 458-0518 • Phone: (330) 458-0393
www.summitacademies.com

Summit Academy Community School – Canton Elementary School
Handheld Computer Usage Agreement

Student Name: _____ Date: _____

Parent/Guardian Name: _____

Address: _____

City/Zip Code: _____ Home Phone: _____

Cell Phone: _____ Work Phone: _____

Email Address: _____

Device Number issued to Student: _____

Summit Academy Canton Elementary School will provide smart phone computers to selected classes. Upon teacher and parent discretion, the students will be allowed to utilize handheld computers during school hours for school work only.

Parents/students agree to return the smart phone computers to the teacher at the end of the designated class period in the same condition it was issued to the student, less reasonable wear. Damage beyond normal wear or loss of the smart phone computer while in the student's possession becomes the responsibility of the parents to pay for repairs or replacement.

Please become familiar with the Handheld Computer Acceptable Use Policy and sign below to state that you have read and agree to the terms of this agreement.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____